

Guidelines for Documentation of AD/HD:

Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Predominantly Inattentive Type

I. Submit an official notice of testing accommodations granted for each standardized test you have taken with accommodations; SAT, ACT, LSAT.

II. Submit a letter documenting provision of accommodations at any secondary institutions you attended.

III. Submit a comprehensive psycho-educational evaluation.

- What is it? A 4-6 hour battery of tests and information about you.
- How recent must it be? Typically the evaluation must have been conducted within the past three years to validate the need for accommodation based on the individual's current level of functioning.
- Who conducts it? A professional trained in evaluating adolescent or adult AD/HD, such as a psychologist or educational diagnostician. Share this page with the person conducting the assessment. Most physicians can confirm the diagnosis of AD/HD, but do not provide a comprehensive psycho-educational evaluation to support the need for reasonable accommodations based on functional limitations.
- Where can I go? Many private psychologists and learning clinics offer these services. The *Office of Disability Services* can also provide a non-inclusive referral list of qualified psychologists and health care providers.
- What is in it? The following information must be in the report:
1. Background information: developmental history, medical history, primary language dominance, past and current academic functioning, previous evaluations, a history of functional limitations dating back to childhood and related to the disability, and a history of services for disabilities, including accommodations and results of accommodations services for disabilities. This information can be gathered from previous evaluations, self-reports, report cards, and transcripts. First-time adult evaluations of AD/HD must provide detailed clinical evidence of functional limitations dating back to childhood, an explanation of past success without accommodations, and why accommodation is needed at this time.
 2. A measure of adult intellectual functioning. The *Wechsler Adult Intelligence Test* is the preferred instrument. Screening instruments like the *Test of Non-Verbal Intelligence* are unacceptable.
 3. Standardized, individualized, achievement tests for adults in Reading Comprehension, Reading Decoding, Written Expression for Content and Mechanics, Tests measuring receptive and expressive language will also be considered. Screening devices such as the *Wide Range Achievement Test* are unacceptable.
 4. Assessment devices for information processing including: short-term memory, long-term memory, processing speed, academic fluency, executive functioning, attention or tracking tests, continuous performance tests, and informal assessments and checklists.
 5. All standardized test scores and subtest scores, including percentiles must be included, along with a narrative interpretation of test results
 6. A discussion of alternative explanations or co-morbid, co-existing diagnoses.
 7. A clear and specific diagnosis of AD/HD, using current DSM Criteria, including a statement of how the disability significantly limits learning, documented by the information in the evaluation.
 8. Suggested accommodations, with a specific rationale for each. Processing difficulties, alone, will not suffice to document a need for extended time, without additional information from achievement test results showing functional limitations.